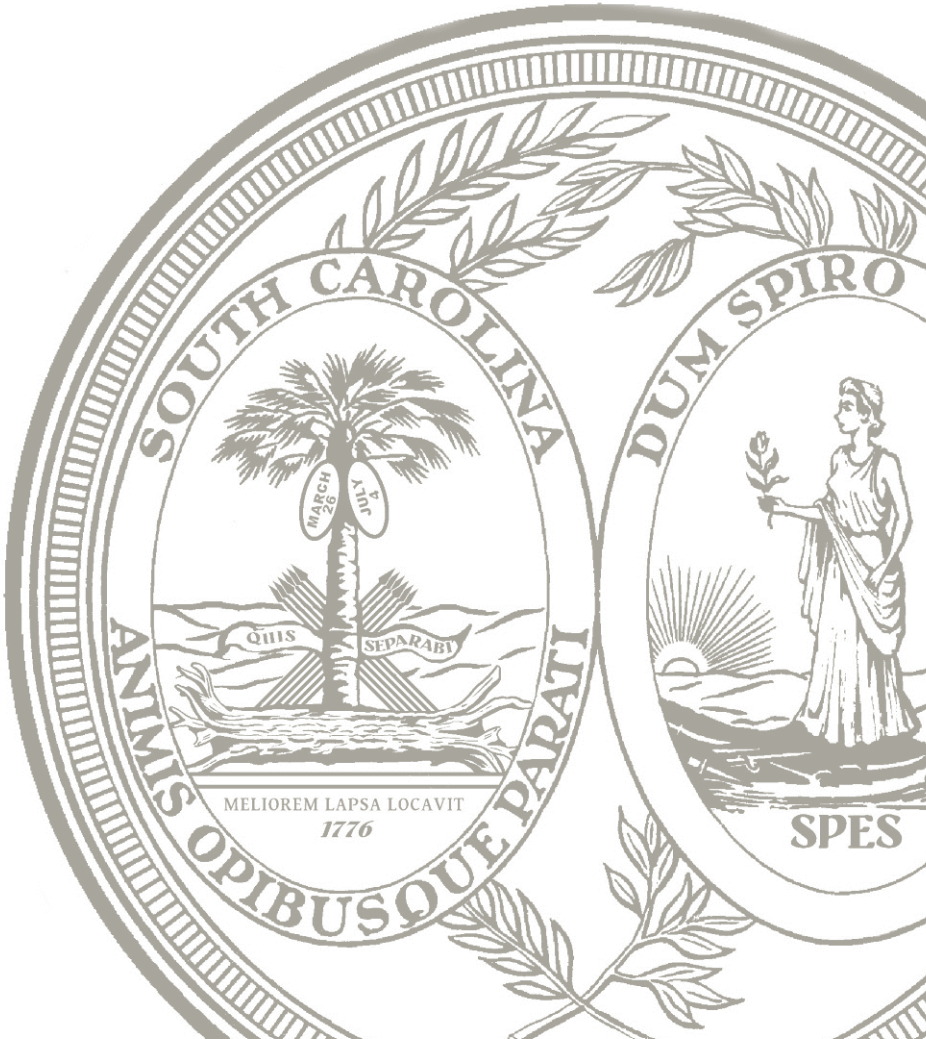
Use Data to Communicate with Families

Part of Data Literacy for Instructional Leaders Series

SCDE Office of Educator Effectiveness and Leadership Development



Presenter

Jennifer L. Morrison
Chief Strategy Officer
SC Department of Education

Author of the *Seize the Data* professional learning series and "Why Teachers Must be Data Experts," (2008/2009), *Educational Leadership, 66*(4)

Session Outcomes

- Articulate how you want families to feel and think about your school.
- Assess your current communication of data.
- Brainstorm how you might improve the communication of data with families in your school.

PADEPP Standards

Standard 4: Climate

- Initiates and maintains strategies to promote collegiality and collaboration among the staff to ensure…child-centered education, and continuous individual and organizational improvement.

(SCDE, 2017-18)

People focus on the negative.

- Our brains are biased toward negative news (Etcoff, 2004; Marano, 2003).
- Critical positivity ratio: more positive needed to offset negative.
- People tend to get stuck in negative frames of thinking (Ledgerwood, 2013).

Adaptive thinking, strong decision-making, and learning require data, but more data are not always better.

- ➔ Overwhelmed, shut down
- ➔ Cynicism
- ➔ Hyper-focus on short-term outcomes
- ➔ Data distraction

x34

We (the general public) are obsessed with numbers, but we are not good data consumers.

- ➔ Fuzzy math
- ➔ Anecdotes
- ➔ Misleading comparisons
- ➔ Correlation versus causation
- ➔ Rankings
- ➔ Problems with averages

(Johnson, 2018)

Good news!

- Historically and consistently, people perceive their local schools more positively than schools in general at the state or national level (Lopez, 2011).
- Positive perceptions may be influenced by knowledge of local schools, local teachers, and community pride (Lopez, 2011).
- Peoples' minds can be changed → 2018 SCDE public opinion survey.

How do you want families to feel or think about your school?

What do the families of your students <u>really</u> want to know?

How your school performs versus a school across the state…

- ➔ OR that Jennifer is learning what she needs to be successful and she enjoys it?

That your teachers have an average EVAAS score of .97…

- ➔ OR that Jennifer's teachers care about her and her learning?

Image: https://www.philanthropy.com/article/How-Charities-Can-Communicate/237757

Let’s think about how you communicate data about your school now…

Is your communication of data targeted to your message?

- Positive
- Student-centered (showing families what they want to know about their children)

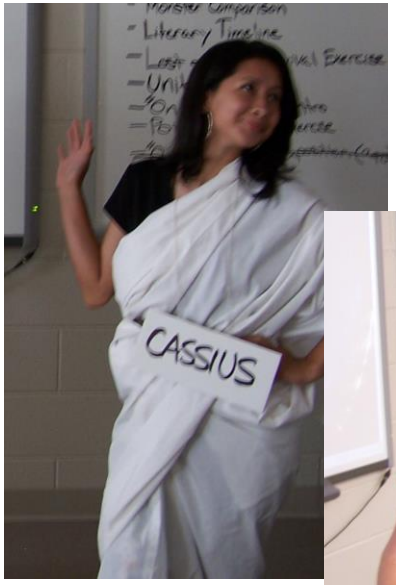
Do your data communication channels match your stakeholders'?

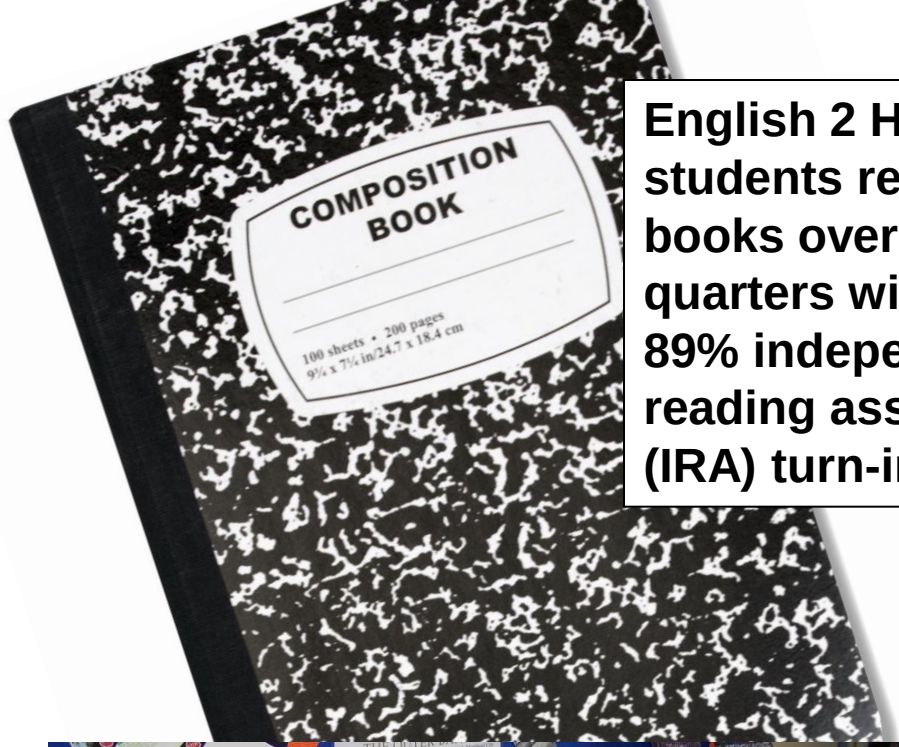
- Students = F2F, texting, social media
- Families = email, texting, Facebook, web, television

Is your communication of data engaging?

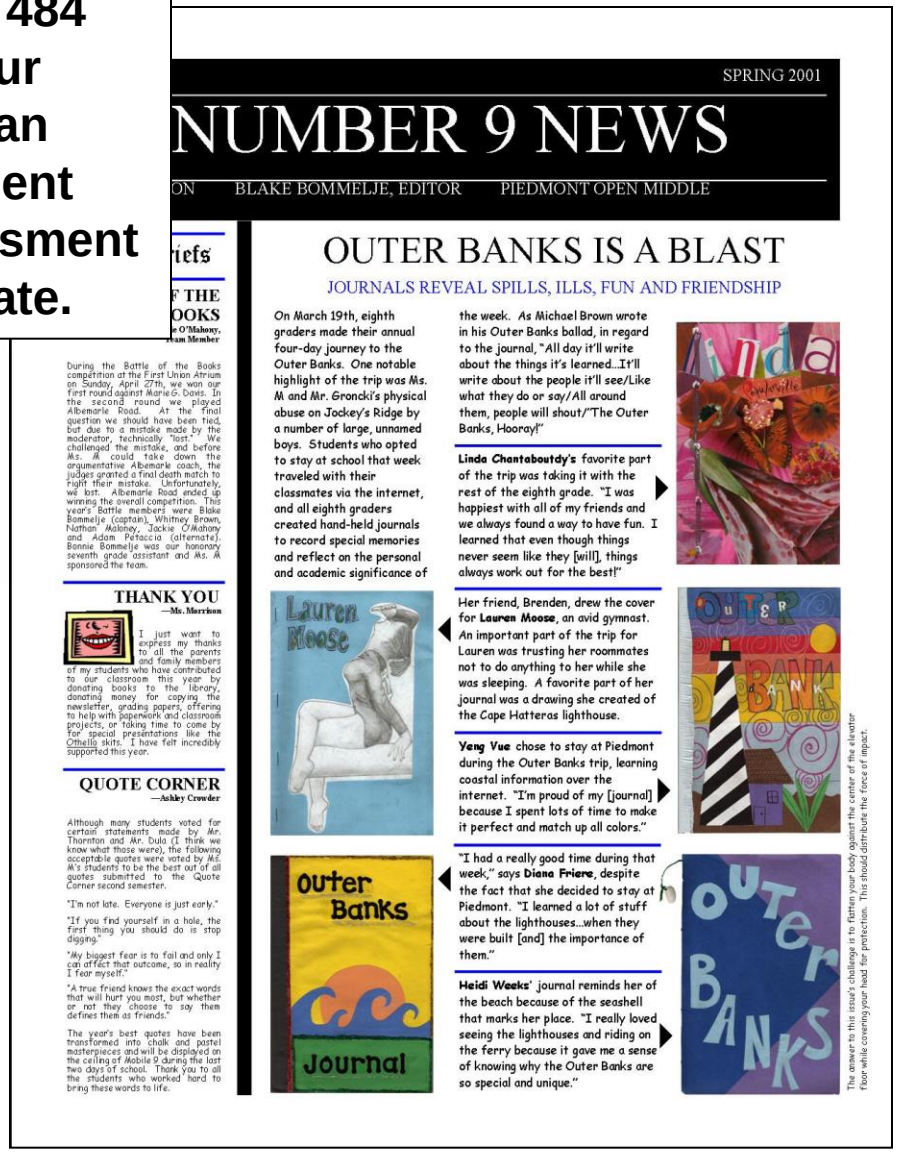
- Score report versus newsletter
- Grades versus pictures or student work samples

87.5 versus





English 2 Honors students read 484 books over four quarters with an 89% independent reading assessment (IRA) turn-in rate.



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NUMBER 9 NEWS

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During the Battle of the Books competition at the First Union Atrium on Sunday, April 27th, we won our first round against Marie G. Davis. In the second round we played Albemarle Road. At the final question we should have been tied, but due to a mistake made by the moderator, technically "lost." We challenged the mistake, and before Ms. M could take down the argumentative Albemarle coach, the judges granted a final death match to right their mistake. Unfortunately, we lost. Albemarle Road ended up winning the overall competition. This year's Battle members were Blake Bommelje (captain), Whitney Brown, Nathan Maloney, Jackie O'Mahony and Adam Petaccia (alternate). Bonnie Bommelje was our honorary seventh grade assistant and Ms. M sponsored the team.

THANK YOU

—Ms. Morrison

I just want to express my thanks to all the parents and family members of my students who have contributed to our classroom this year by donating books to the library, donating money for copying the newsletter, grading papers, offering to help with paperwork and classroom projects, or taking time to come by for special presentations like the Othello skits. I have felt incredibly supported this year.

QUOTE CORNER

—Ashley Crowder

Although many students voted for certain statements made by Mr. Thornton and Mr. Dula (I think we know what those were), the following acceptable quotes were voted by Ms. M's students to be the best out of all quotes submitted to the Quote Corner second semester.

"I'm not late. Everyone is just early."

"If you find yourself in a hole, the first thing you should do is stop digging."

"My biggest fear is to fail and only I can affect that outcome, so in reality I fear myself."

"A true friend knows the exact words that will hurt you most, but whether or not they choose to say them defines them as friends."

The year's best quotes have been transformed into chalk and pastel masterpieces and will be displayed on the ceiling of Mobile 9 during the last two days of school. Thank you to all the students who worked hard to bring these words to life.

OUTER BANKS IS A BLAST

JOURNALS REVEAL SPILLS, ILLS, FUN AND FRIENDSHIP

On March 19th, eighth graders made their annual four-day journey to the Outer Banks. One notable highlight of the trip was Ms. M and Mr. Groncki's physical abuse on Jockey's Ridge by a number of large, unnamed boys. Students who opted to stay at school that week traveled with their classmates via the internet, and all eighth graders created hand-held journals to record special memories and reflect on the personal and academic significance of the week. As Michael Brown wrote in his Outer Banks ballad, in regard to the journal, "All day it'll write about the things it's learned...It'll write about the people it'll see/Like what they do or say/All around them, people will shout/"The Outer Banks, Hooray!"

Linda Chantaboutdy's favorite part of the trip was taking it with the rest of the eighth grade. "I was happiest with all of my friends and we always found a way to have fun. I learned that even though things never seem like they [will], things always work out for the best!"

Her friend, Brenden, drew the cover for **Lauren Moose**, an avid gymnast. An important part of the trip for Lauren was trusting her roommates not to do anything to her while she was sleeping. A favorite part of her journal was a drawing she created of the Cape Hatteras lighthouse.

Yeng Vue chose to stay at Piedmont during the Outer Banks trip, learning coastal information over the internet. "I'm proud of my [journal] because I spent lots of time to make it perfect and match up all colors."

"I had a really good time during that week," says **Diana Friere**, despite the fact that she decided to stay at Piedmont. "I learned a lot of stuff about the lighthouses...when they were built [and] the importance of them."

Heidi Weeks' journal reminds her of the beach because of the seashell that marks her place. "I really loved seeing the lighthouses and riding on the ferry because it gave me a sense of knowing why the Outer Banks are so special and unique."

The answer to this issue's challenge is to flatten your body against the center of the elevator floor while covering your head for protection. This should distribute the force of impact.

Types of Data

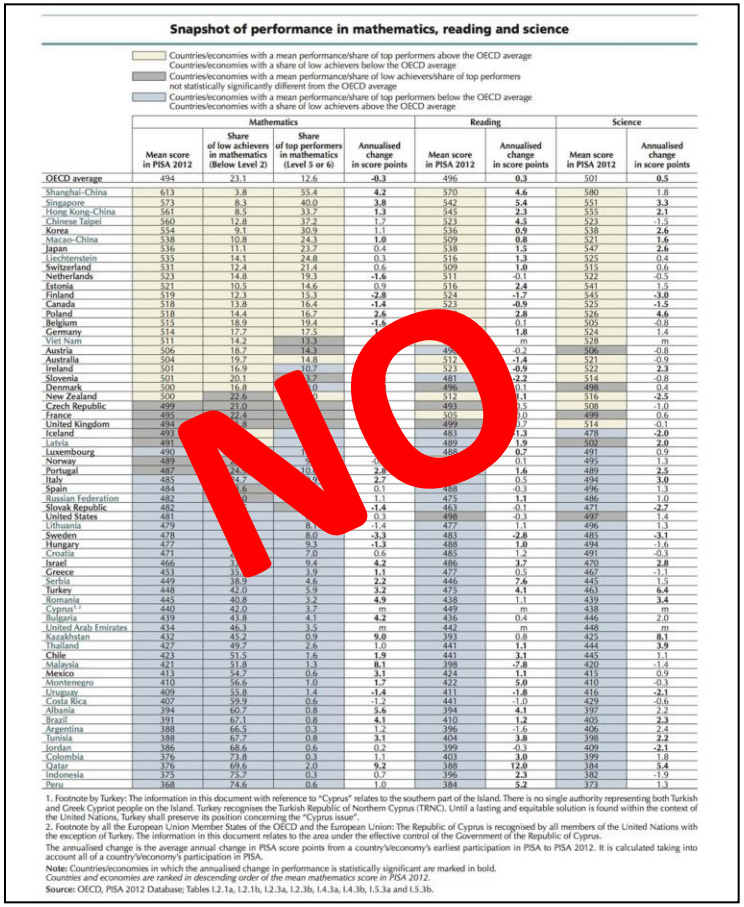
- Student learning
- Demographics
- Perception
- Process

Types of Communication

- Pictures
- Graphs
- Stories
- Short student/parent quotes and reflections
- What students say (particularly about their learning)

Is your communication of data appropriate?

- Simple
- Easy to understand (eighth grade)
- Short (5 seconds)



Snapshot of performance in mathematics, reading and science

Countries/economies with a mean performance/share of top performers above the OECD average
Countries/economies with a share of low achievers below the OECD average
Countries/economies with a mean performance/share of low achievers/share of top performers not statistically significantly different from the OECD average
Countries/economies with a mean performance/share of top performers below the OECD average
Countries/economies with a share of low achievers above the OECD average

	Mathematics				Reading		Science	
	Mean score in PISA 2012	Share of low achievers in mathematics (Below Level 2)	Share of top performers in mathematics (Level 5 or 6)	Annualised change in score points	Mean score in PISA 2012	Annualised change in score points	Mean score in PISA 2012	Annualised change in score points
OECD average	494	23.1	12.6	**-0.3**	496	**0.3**	501	**0.5**
Shanghai-China	613	3.8	55.4	**4.2**	570	**4.6**	580	1.8
Singapore	573	8.3	40.0	**3.8**	542	**5.4**	551	**3.3**
Hong Kong-China	561	8.5	33.7	**1.3**	545	**2.3**	555	**2.1**
Chinese Taipei	560	12.8	37.2	1.7	523	**4.5**	523	-1.5
Korea	554	9.1	30.9	1.1	536	**0.9**	538	**2.6**
Macao-China	538	10.8	24.3	**1.0**	509	**0.8**	521	**1.6**
Japan	536	11.1	23.7	0.4	538	**1.5**	547	**2.6**
Liechtenstein	535	14.1	24.8	0.3	516	**1.3**	525	0.4
Switzerland	531	12.4	21.4	0.6	509	**1.0**	515	0.6
Netherlands	523	14.8	19.3	**-1.6**	511	-0.1	522	-0.5
Estonia	521	10.5	14.6	0.9	516	**2.4**	541	1.5
Finland	519	12.3	15.3	**-2.8**	524	**-1.7**	545	**-3.0**
Canada	518	13.8	16.4	**-1.4**	523	**-0.9**	525	**-1.5**
Poland	518	14.4	16.7	**2.6**		**2.8**	526	**4.6**
Belgium	515	18.9	19.4	**-1.6**		0.1	505	-0.8
Germany	514	17.7	17.5	**-1.**		**1.8**	524	1.4
Viet Nam	511	14.2	13.3			m	528	m
Austria	506	18.7	14.3		49	-0.2	506	-0.8
Australia	504	19.7	14.8		512	**-1.4**	521	-0.9
Ireland	501	16.9	10.7		523	**-0.9**	522	**2.3**
Slovenia	501	20.1	8.7		481	**-2.2**	514	-0.8
Denmark	500	16.8	10		496	0.1	498	0.4
New Zealand	500	22.6	12		512	**-1.1**	516	**-2.5**
Czech Republic	499	21.0			493	1.5	508	-1.0
France	495	22.4			505	1.0	499	0.6
United Kingdom	494	16.8			499	1.7	514	-0.1
Iceland	493				483	**-1.3**	478	**-2.0**
Latvia	491				489	**1.9**	502	**2.0**
Luxembourg	490				488	**0.7**	491	0.9
Norway	489					0.1	495	1.3
Portugal	487	24.1	10.0	**2.8**		**1.6**	489	**2.5**
Italy	485	24.7		**2.7**		0.5	494	**3.0**
Spain	484	23.6		0.1	488	-0.3	496	1.3
Russian Federation	482	17.0		1.1	475	**1.1**	486	1.0
Slovak Republic	482			**-1.4**	463	-0.1	471	**-2.7**
United States	481			0.3	498	-0.3	497	1.4
Lithuania	479		8	-1.4	477	1.1	496	1.3
Sweden	478		8.0	**-3.3**	483	**-2.8**	485	**-3.1**
Hungary	477		9.3	**-1.3**	488	**1.0**	494	-1.6
Croatia	471		7.0	0.6	485	1.2	491	-0.3
Israel	466	13	9.4	**4.2**	486	**3.7**	470	**2.8**
Greece	453	35	3.9	**1.1**	477	0.5	467	-1.1
Serbia	449	38.9	4.6	**2.2**	446	**7.6**	445	1.5
Turkey	448	42.0	5.9	**3.2**	475	**4.1**	463	**6.4**
Romania	445	40.8	3.2	**4.9**	438	1.1	439	**3.4**
Cyprus[1,2]	440	42.0	3.7	m	449	m	438	m
Bulgaria	439	43.8	4.1	**4.2**	436	0.4	446	2.0
United Arab Emirates	434	46.3	3.5	m	442	m	448	m
Kazakhstan	432	45.2	0.9	**9.0**	393	0.8	425	**8.1**
Thailand	427	49.7	2.6	1.0	441	**1.1**	444	**3.9**
Chile	423	51.5	1.6	**1.9**	441	**3.1**	445	1.1
Malaysia	421	51.8	1.3	**8.1**	398	**-7.8**	420	-1.4
Mexico	413	54.7	0.6	**3.1**	424	**1.1**	415	0.9
Montenegro	410	56.6	1.0	**1.7**	422	**5.0**	410	-0.3
Uruguay	409	55.8	1.4	**-1.4**	411	**-1.8**	416	**-2.1**
Costa Rica	407	59.9	0.6	-1.2	441	-1.0	429	-0.6
Albania	394	60.7	0.8	**5.6**	394	**4.1**	397	2.2
Brazil	391	67.1	0.8	**4.1**	410	**1.2**	405	**2.3**
Argentina	388	66.5	0.3	1.2	396	-1.6	406	2.4
Tunisia	388	67.7	0.8	**3.1**	404	**3.8**	398	**2.2**
Jordan	386	68.6	0.6	0.2	399	-0.3	409	**-2.1**
Colombia	376	73.8	0.3	1.1	403	**3.0**	399	1.8
Qatar	376	69.6	2.0	**9.2**	388	**12.0**	384	**3.4**
Indonesia	375	75.7	0.3	0.7	396	**2.3**	382	-1.9
Peru	368	74.6	0.6	1.0	384	**5.2**	373	1.3

1. Footnote by Turkey: The information in this document with reference to "Cyprus" relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the "Cyprus issue".
2. Footnote by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

The annualised change is the average annual change in PISA score points from a country's/economy's earliest participation in PISA to PISA 2012. It is calculated taking into account all of a country's/economy's participation in PISA.

Note: Countries/economies in which the annualised change in performance is statistically significant are marked in bold.
Countries and economies are ranked in descending order of the mean mathematics score in PISA 2012.
Source: OECD, PISA 2012 Database; Tables I.2.1a, I.2.1b, I.2.3a, I.2.3b, I.4.3a, I.4.3b, I.5.3a and I.5.3b.

NO

Is your communication of data ethical?

- Students at our school made huge gains!
- Your child got an A. She learned a lot!
- Teachers at our school are the best!
- Students at our school are excited about the learning environment!
- The average student at Piedmont writes 27 essays a month!

Is your communication of data two-way?

- Suggestions
- Social media
- Survey
- Slips

Check out

#WGEpride

For each characteristic, which rating best describes your school's current communication of data?

1 = Not at all
2 = A little
3 = Sometimes
4 = All the time

What about data you have to communicate that may not be positive?

- Don’t overpromise.
- Break down meaning.
- Share the context or story.
- Balance with positive data.
- Don’t make excuses; make plans and involve people.
- Elicit and answer questions.

Communicate data effectively.

1. Focus on trust and what families really want to know. Craft a targeted message.
2. Match the communication channel to the stakeholder group.
3. Share multiple types of data constantly in engaging and appropriate ways.
4. Help families be better consumers of data.

How might you improve the communication of data in your school?

I can…

- Articulate how you want families to feel about your school.
- Assess your current communication of data.
- Brainstorm how you might improve the communication of data with families in your school.

Application

Revise a Piece of Data Communication for Families

Please complete the professional learning activity associated with this session to help you apply your learning.

Image: http://blog.atomiclearning.com/highed/sites/blogs.atomiclearning.com/files/images/bigstock-lightbulb-vector.png

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